



An Analysis of Transitivity in Analytical Exposition Texts Written by Eleventh Grade Students

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Abstract

While studies on ideational metafunctions have been widely reported, research on transitivity analysis on students' analytical exposition texts in EFL contexts is under-explored. The aims of this study are twofold: scrutinizing the process types and investigating the most dominant process in analytical exposition text as guided by Systemic Functional Linguistics theory. This study applied descriptive qualitative design focusing on experiential metafunction, comprising the processes of material, mental, verbal, relational, behavioral, and existential. The results show that among the six processes, the material process had the highest frequency of occurrence (45.6%), followed by the processes of relational (43.6%), mental (6.8%), verbal (1.94%), and finally, existential (1.94%). To conclude, the linguistic features of analytical exposition text, which is mental processes, are not accurately employed in the texts. The pedagogical implications of this study are: 1) encouraging students to study analytical exposition text and 2) helping students to think critically. Based on the findings, we suggest that the teacher is required to teach the text explicitly. In this context, explicit teaching can be done using a genre-based approach. Therefore, the students can comprehend the analytical exposition text as a whole.

Keywords: *analytical exposition text, pedagogical implications, transitivity system*

1. Introduction

Students' practical ability in critical argument is empowering in many ways. First, they will encounter a large body of knowledge as they continue their education at the tertiary level, which demands their skills of comprehending and producing complex academic texts. Secondly, they can effectively participate in politics, society, and the economy by delivering their highly valued and impactful statements. Third, the ability to think critically will enable them to develop their personality for a better personal and professional life. This vital skill can be trained through genre-based texts, particularly analytical exposition texts, which have been in the Indonesian curriculum since 2004 (Emilia, 2005).

Regarding this, analyzing the students' analytical exposition texts will provide a meaningful contribution to describing the students' ability in argumentation. It will become a reference point to inform teachers about students' skills in writing analytical exposition texts, mainly using proper and accurate linguistic features. For instance, the dominant use of mental processes (think, believe) shows the students' skills to write exposition texts. On the contrary, if students dominantly use the action process, it indicates a weakness since it is characteristic of narrative text (Emilia, 2011).

Writing skills are essential for students, including middle and high school students. According to Harmer (2007, p. 112), Writing allows students to view language as language processing, whether they are participating in an activity or studying. Additionally, Writing helps students express their personality, foster communication skills, develop critical thinking, write logical and persuasive arguments, and prepare for study and work after graduation. At long last, Coffin, et. al (2003) states that when the composition of a text has been clearly informed by higher education, the emphasis is on the composition of the text as a product.

In the context of this study, an analytical exposition text is the central focus of investigation. An analytical exposition text contains condensed and specific information (Emilia et al., 2018). Furthermore, the text is divided into two types: analytical exposition and hortatory exposition (Derewianka, 1990; Martin, 1985). The analytical Exposition aims to convince something is true or not or that something is good or bad depending on the topic. Similarly, Emilia (2011) states that analytical Exposition is an Exposition "to persuade that" to justify an opinion or interpretation. An exposition text helps the writer to deliver arguments related to an issue and justify it. Thus, students can study how to deliver arguments through the correct text organization as an analytical exposition text. However, this type of text is considered the most difficult for students to write (Pramono, 2019), as it requires mastery of multiple aspects of pedagogy.

During the stages of the writing process, students must pay attention to the structure of the entire text, while also paying attention to language use, text construction, style, layout and content value (Harmer, 2007). Accordingly, the writer is expected to make cohesive and coherent arrangement and integration of information within the sentence, paragraphs and text level. Cohesion and coherence may be achieved through proper theme and thematic progression, as supported by a study by Mustofa and Kurniawan (2023). Additionally, while encouraged to use critical thinking for practical and sound arguments (Rohayati, 2017), students working on analytical exposition texts must pay attention to the text's structure, purpose, lexicogrammatical choices, and ideational, interpersonal, and textual metafunctions. A type of metafunction in functional grammar that can analyze the two things above is transitivity. According to Emilia et al. (2017) transitivity is the resource for interpreting and expressing events, happenings, goings-on, mental states, sayings, behaviors, and relations of different kinds. Furthermore, transitivity choices will be related to the field dimension, with the choice of process types and participant roles seen as realizing interactants' encoding of their experiential reality: the world of actions, relations, participants, and circumstances that deliver content to their talk (Egins, 2004). In other words, the knowledge of experiential meaning is essential to build students' critical thinking.

The transitivity system is crucial in education, particularly in developing students' writing abilities. According to Butt (2003), an experiential grammar or transitivity system helps teachers introduce students explicitly and systematically choices available for making meanings. Butt (2003) further explained that controlling the field's expression through experiential grammar is effectively helpful to improve the ability of students to properly utilize the language of specialized scholarly texts and literature and creative writings, while at the same time building strategic and relevant vocabulary. In addition, Emilia (2005) argued that identifying process types and participants helps the reader comprehend the text. Droga and Humphrey (2003) further stated that the skill of identification is helpful to equip the reader with critical evaluation during reading.

Therefore, exposing students to systemic functional grammar, particularly the transitivity system, is essential. However, it is unfortunate since the kind of grammar generally taught by the teachers in school is 'grammar as rule' (Matthiessen & Halliday, 2009) since most EFL teachers are not familiar with functional grammar in the first place.

While the transitivity system is applicable to analyze spoken discourse (see Guswita, 2020; Liani et al., 2021; Xiang, 2022; Zhao & Zhang, 2017), several recent studies regarding transitivity analysis have also been conducted on different types of text genres, such as hortatory exposition texts (Yolanda & Zaim, 2021), descriptive texts (Nurwanti, 2022), narrative texts (Mulyanti & Wati, 2022), and explanatory texts (Kencana & Gemilang, 2022). These studies reported that most students were able to follow the schematic structures and linguistic features of each text type. For instance, Kencana and Gemilang (2022) found that the most dominant process applied in XI grade students' texts was material processes. The results showed that students knew how to write explanatory text in line with its meaning and function, explaining how the phenomenon occurred.

Based on previous studies on transitivity systems, research on analytical exposition texts still needs to be improved in numbers. Therefore, this study aims to contribute to the field by answering the following research questions:

1. What are the process types employed in analytical exposition texts written by grade XI students?
2. What is the most dominant process employed in analytical exposition texts written by grade XI students?

2. Method

This study applied qualitative research with a descriptive qualitative design (Cresswell, 2013). Data in the forms of the students' writing of exposition texts were analyzed based on Systemic Functional Linguistics theory (Halliday & Matthiessen, 2004). Six texts composed by six grade XI students of a senior high school in Sumedang, West Java. Through purposive sampling (Merriam, 2009), the six students were selected purposively for several reasons. First, the students were taught through the Genre Based Approach (GBA) through the four phases of teaching (Building Knowledge, Modelling of the Text, Joint Construction, and Independent Construction (Emilia, 2011). As *Kurikulum Merdeka* (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022) states, exposition texts are taught in Phases E and F (grades X to XII). Secondly, they had been taught to construct analytical exposition texts that adhered to a proper schematic structure and linguistic features, including mental verbs, such as *belief*, *think*, and *like* (Emilia, 2011). These mental verbs can be analyzed through transitivity. Finally, the six participants were among the students who wrote texts with the highest marks (80-90) compared to the rest of the class.

In this study, we used three steps to collect the data. First, we instructed the students to compose an analytical exposition text about a healthy life topic, each containing 100 to 150 words. The students were given the time to complete their writing in about two and a half hours. Second, the students' responses were collected and analyzed using systemic functional linguistics theory, focusing on the transitivity system. The word counts of the students' responses are shown in Table 1 below.

Table 1 The information of the texts

No.	Titles	Word counts
1	The Benefits of Breakfast	133
2	The Bad impact of Raw Egg Consumption	135
3	The Importance of Warming-up before Playing Football	109
4	Why shouldn't we waste food?	177
5	The Benefits of Playing Futsal	107
6	The benefits of Physical Exercise	143
Total		804

Finally, we calculated the data to find the number of occurrences in processes, participants, and circumstances, drawing on Halliday's transitivity framework (1994). Upon completing the analysis of the texts, we calculated the percentages of the transitivity elements and provided a discussion of the findings.

3. Results

This study investigates the process type used in writing analytical exposition text, circumstances, and pedagogical implications in teaching exposition texts, particularly the analytical text. The findings of the study are presented below.

3.1. Findings

This section presents the study's results, answering the research questions on the types of processes employed in analytical exposition texts written by grade XI students and the most dominant process employed in the texts. The results of the first research question are presented first, followed immediately by the findings of the second research question.

3.1.1. The types of processes employed in analytical exposition texts written by grade XI students

Specifically, this part presents the description of process types in transitivity. The transitivity system in systemic linguistics categorizes experience into a small group of meaning domains with variation, depending on the process and nature of participants (Matthiessen & Halliday, 2009). In line with this, Emilia et al. (2017) stated that transitivity is a tool to interpret and describe happenings, events, mental states, goings-on, behaviours, sayings, and various types of relations. In the analyzed texts, 73 clauses have different categories of process types. The process classifications can be seen in Table 1.

Table 1. Transitivity Analysis

Process types	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Total
Material	1	9	7	11	6	13	47
Mental	3	1	0	2	0	1	7
Verbal	1	1	0	0	0	0	2
Relational	10	12	5	6	5	7	45

Behavioural	0	0	0	0	0	0	0
Existential	0	0	0	1	1	0	2
Total	15	23	12	20	12	21	103

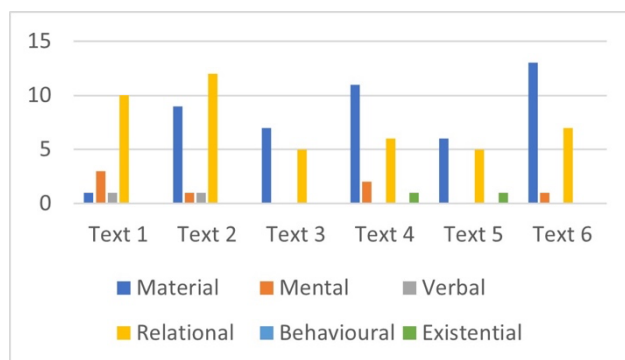


Figure 1. Process types of Transitivity

The table and figure show that the dominant processes employed by students in writing the analytical exposition texts are material and relational processes.

a. Material process

The analysis shows that material process appears dominantly in the text. Material process is encompassing the processes of doing, generally actions which are concrete and tangible (Eggins, 2004, p. 215). There are 46 occurrences of material process (43.8 %), some of which are shown below.

...some people who consume raw eggs.... (Text 2 clause 5)

... warm up activities can reduce the risk of injuring... (Text 3 clause 10)

... we should do something useful such as giving food... (Text 4 clause 10)

... futsal can lose weight and keep the body healthy... (Text 5 clause 5)

... exercise can reduce stress and relax the body... (Text 6 clause 4).

The verb 'consume' of the clause [5] above is considered as an action verb. The verb indicates that 'people' who are doing something. In line with this, Butt et al (2000) stated that material process construe doing; they answer the question 'what did someone do?' or 'what happened?'. Moreover, the rest verbs from clauses [10], [5], and [4] above were not classified as the action verbs, rather a goal (or thing affected by the process), a range (or thing unaffected by the process), a beneficiary of the process (Butt, et al, 2000, p. 52). As the texts show, the material processes are accompanied by three participants: Actor, Goal, and Circumstance. The Actor in text 3 is 'warm up activities' - the one that is doing something. The process 'reduce' is what the actor is doing. The Goal is 'the risk,' addressed to something impacted by the act of the Actor (Halliday & Matthiessen, 2014). 'Of injury during futsal games' is a phrase considered to be circumstance, which provide information of the goal 'the risk'.

To sum up, this text frequently used the material processes, which expresses doing or happening (Derewianka & Jones, 2016). It implies the ability of the writer to use various types of processes and participant roles to describe what is going on in the text. It demonstrates the writer's ability to state arguments based on an issue (Droga & Humphrey, 2003). One possible reason of the dominant occurrence of material process in the texts is pertinent to a notion by Thwaite (1983), who argued that a wish of exerting power will be more effective using 'doing' verbs rather compared to verbs of 'saying, 'sensing, or 'behaving' as it is difficult to affect the way people think, in comparison to applying physical power to affect their action. However, it is in contrast to Emilia (2011) who explained that exposition texts are featured by mental verbs, such as *I believe, I think, I like*.

b. Mental process

Table 1 demonstrates that mental processes occurred seven times (6.6 %) in the texts being analyzed. According to Eggins (1994), the mental processes or sensing verbs represent meanings of feeling or thinking. The meanings link to the conscience or our experience in the world (Halliday & Matthiessen, 2014). Below are the samples of mental processes:

... because they believe to have better nutritional value... (Text 2 clause 6)

... The body will feel refresh.... (Text 6 clause 14)

The verb 'feel' is categorized as feeling & wanting (affection). Meanwhile, 'believe' is recognized as thinking (cognition). In line with this, Eggins (1994), Gerot & Wignell (1994), Halliday (1994), and Halliday and Matthiessen (2004) classified mental processes into three types: cognition (verbs of understanding, thinking, and knowing), affection (the process of wanting & fearing), and perception (the activities of hearing & seeing).

Furthermore, the nouns 'they' and 'the body' are acknowledged as Senser, the one who experiences the process of feeling and thinking. Specifically, there are two participants in a mental process (Eggins, 1994, p. 242); a Senser and a Phenomenon. A Senser is realized by a human or a conscious participant while a Phenomenon is represented by a nominal group or embedded clause indicating what is wanted, thought, perceived, or liked/disliked).

Based on the explanation above, the mental processes from the six texts only appeared seven times. Therefore, the expressions of giving arguments should be added, as stated by (Emilia, 2014, p. 155), that sensing process used in argumentative texts when the writer presents arguments for an issue.

c. Verbal process

There are 5 occurrences of verbal processes (4.76%), as presented in Table 1 above. The verbal process focuses on what someone is saying, which covers not only modes of saying (asking, stating, arguing) but also semiotic processes such as 'showing' and 'indicating' (Halliday, 1994, p. 140; Martin, 1997, p. 108; Halliday & Matthiessen, 2004, p. 253). The verbal process is important because it expresses or represents the writer's words to cite, quote, or say something. The samples of verbal processes can be seen below:

... Based on the opinion that I conveyed above... (Text 1 clause 11)

... so, we can take part in competitions... (Text 5 clause 8)

The words 'conveyed' and 'can take part' are considered as Verbiage, which describes what Sayer said. In this case, the roles of participants in verbal processes can be classified into a Sayer, a Verbiage and a Target. A Sayer is referred to as the one who is doing the saying; it can be subject in a passive clause. In other hand, a Verbiage represents what is said. Finally, a Target means the entity to which the process of saying is targeted (Eggins, 1994; Halliday, 1994; Halliday & Matthiessen, 2004; Emilia, 2014). In line with the text, the pronouns 'I' and 'we' are Sayer who said something. Moreover, the word 'competitions' above functioned as Receiver.

To sum up, saying processes are crucial in teaching guided reading. Emilia (2014, p. 157) further suggests that teachers must encourage students to explore different saying processes and discuss how these can be more effective than saying.

d. Relational process

As can be seen in the table 1, the relational processes occurred 45 times (42.8%). A relational process is a state of being (Halliday, 1994), connecting a participant to its identifying or descriptive references. Furthermore, the relational processes re divided into two types: relational attributive, which refers to the general characteristics or description of a participant, and relational identifying, which refers to the identity, role, or meaning of a participant (Halliday, 1994; Butt et al, 2000). While the verb 'be' is commonly used in relational process, other verbs such as look, seem, appear, feel, and remain may be used to relate a carrier to an attribute. Several relational attributives found in the text such as:

... Eggs are a source of animal protein... (Text 2 clause 1)

...first, raw eggs make the stomach cramps..... (Text 2 clause 9)

... futsal has many benefits for our body... (Text 3 clause 9)

... food waste can also cause disease... (Text 4 clause 7)

Based on the samples above, the relational intensive attributive process is taken from the clause [1] from text 2. The use of 'are' demonstrates that this type of relational clause falls into the category of Intensive. It is the attributive process since 'a source of animal protein' is assigned to 'eggs. The eggs' is the Carrier, not the Token because the participant 'eggs' cannot be reversed with the participant 'a source of animal protein', as described here: *a source of animal protein are eggs. In line with this, Halliday (1994, p. 119) stated that the what differentiates between the identifying and attributive modes is the identifying is reversible while attributive is not. Since the identifying ones are reversible, the participant and the attribute are interchangeable.

The relational possessive process from the text is clause [9] of text 3. The verb 'has' refers to possession process because 'many benefits for our body' is Possessed. The word 'futsal' is Possessor. Regarding this, there are other relational processes that can be found in the texts under investigation: circumstantial & possessive. As explained by Eggins (1994), the function of circumstantial relational processes is encoding meanings about circumstantial dimensions, inclusive of manner, location, cause, and relational possessive process of ownership and possession between causal participants. The other example of causative clause is from clause [7] text 4. The word 'food waste' is Token. Meanwhile the verb can also cause is a cause process, and the last (disease) is identified as Value.

Furthermore, the last type of causative relational process can be found in the texts such as the use of verbs make & cause. The sample of causative process can be seen

from clause [9] text 2. The word ‘raw eggs’ is Agent/Initiator which becomes a cause of the stomach cramps. To sum up, relational processes are particularly crucial in explanation and report texts. These processes serve several functions, such as describing features and characteristics, introducing technical terms, providing definitions and relating cause and effects (Derewianka, 2011, as cited in Emilia, 2014, p. 165).

e. Behavioural process

As shown in Table 1, there is no occurrence of behavioral process in six analytical exposition texts have analyzed. Physiological behavior construed by behavioral processes. If the main participant, the behavior is not a conscious being, the clause is considered to be personification. These processes are frequently the physical manifestation of a mental or even verbal process (Butt et al, 2000). Sometimes there is a range-like participant known as behavior that extends the process; other times, especially when it comes to those most closely related to mental processes, the Range is a separate entity that functions somewhat like a Phenomenon.

f. Existential process

Table 1 indicates two occurrences of existential process, representing 1.9% of the total. Having a function of construing being as simple existence, existential processes only involve one single participant called an existent. This type of process generally starts with the word ‘there’ and occur at the starting point of a text or prior to the new phase of a text (Butt et al., 2000). Some examples of existential processes in the texts are shown below.

... there are three reasons why we should not waste food... (Text 4 clause 6)

... there are many benefits of playing futsal... (Text 5 clause 8)

The word there are from the clause [6] and [8] above functioned as existential process and the rest words recognized as existent. The samples above show that the structure of existential involve “there” and typically employ to be that have similar meaning to exist or occur. There is no representational function served by the word there. However, there is still essential a subject is needed, particularly in English (Emilia, 2014, p. 166). From the result and analysis above, it can be concluded that through experiential grammar, teachers can provide students with explicit and systematic explanation of how to choose the available resources for meaning-making in an English clause (Butt et al., 2000).

3.1.2. Circumstance

In the context of functional grammar, circumstance is assigned to the texts’ elements containing a semantic load other than process and participant (Bloor & Bloor, 1995 as cited in Emilia, 2014). Realized by circumstantial Adjuncts, circumstances provide the background information of the processes (Thompson, 2014). Moreover, circumstances are also expressed by adverbials, which are divided into two: adverbs and adverbial phrases (Droga & Humphrey, 2003). Here are examples of circumstances found in the student texts.

Extent	<i>first, stretch out hands and feet for five minutes (duration)</i>
Location	<i>Second, futsal can add our expertise in the field (place)</i>

	<i>exercise is important in everyday life (time)</i>
Manner	when studying or doing activities, <i>becoming lethargic or easily emotional. (quality)</i>
Cause	<i>Breakfast is a meal that may often be overlooked, either because you are in a rush to go to work or school, or because you don't have time to prepare breakfast</i>
Contingency	<i>if you are in state of hunger, it makes your brain tired and affects your mood (condition)</i>
Accompaniment	-
Role	<i>as the member of society, we need to stop buying food we do not need</i>
Matter	-
Angle	<i>According to experts, negative effects of consuming raw eggs are...</i>

The samples above are used to describe the condition and circumstance. The first circumstance is extent, which refers to a temporal duration of five minutes. Halliday and Matthiessen (2004, p. 264) argued that the circumstance of extent construes the extent of the process extending in space-time. It represents the length and width of the happening or process. An exposition text usually uses adverbs of place and time, such as in the field and everyday life. The other circumstance called location elucidates the location of the unfolding of the process in space-time: the place where it unfolds or the time when it unfolds (Halliday & Matthiessen, 2014, p. 316). Meanwhile, the type of manner above is a quality that easily represents emotions. As the table presented, we have identified that the Actor's role is that of the doer, who does or undertakes the action. It is also helpful to identify a clausal participant of Agent: the one who initiates the action and makes something happen. Generally, Agent and Actor are considered as the same constituent, considering their roles in making the action happen (Eggin, 2004, p. 224).

3.1.3. The most dominant process employed in the texts

The second research question is about the process dominantly occurring in all the texts written by the students. The detailed finding is shown in Table 3.

Table 3. The most dominant process employed in the texts

Process types	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Total
Material	1	9	7	11	6	13	47
Mental	3	1	0	2	0	1	7
Verbal	1	1	0	0	0	0	2
Relational	10	12	5	6	5	7	45
Behavioural	0	0	0	0	0	0	0

Existential	0	0	0	1	1	0	2
Total	15	23	12	20	12	21	103

As Table 3 shows, material process occurred 57 times, followed by relational process (45 times). There were only seven occurrences of mental process, followed by 2 times each of verbal and existential processes. It indicates the tendency of the students to employ processes related to material and relational. The examples of material processes can be seen in the clauses of the texts, as shown below:

...some people who consume raw eggs.... (Text 2 clause 5)

... warm up activities can reduce the risk of injuring... (Text 3 clause 10)

... we should do something useful such as giving food... (Text 4 clause 10)

The verbs consume (text 2 clause 5), reduce (text 3 clause 10) and do (text 4 clause 10) are among the material processes found in the text. They help the writers describe action verbs that show physical activities done by the participants (people, activities, we), as can be seen in the examples above. Emilia (2011) stated that material process is commonly found in narrative texts to help the writer narrate the story through dynamic actions.

The second most dominant type of processes is relational, occurring 45 times. The instances of relational processes in the texts are demonstrated below:

... Eggs are a source of animal protein... (Text 2 clause 1)

...first, raw eggs make the stomach cramps..... (Text 2 clause 9)

... futsal has many benefits for our body... (Text 3 clause 9)

As shown above, relational processes provide the description to the participants (eggs, raw eggs, futsal). It provides additional information to the participants. According to Emilia (2011), relational process is typically used in descriptive texts to help the writer describe the persons, things, or animals in highly descriptive ways.

3.2. Discussion

This study's findings show that the six students' analytical exposition texts employed various types of processes, such as material, mental, verbal, relational, behavioural, and existential. Emilia (2011) states that these processes have distinctive functions in genre-based texts. The material process is commonly used in recount text to show the activities or dynamic action in sequences. Then, the verbal process is the typical linguistic feature of narrative text since a narrative is a text that tells the reader about the imaginative stories delivered through the conversation of the characters in the story. The relational process is used mainly in descriptive texts since descriptive texts aim to describe, illustrate, or reveal a person or a thing. Mental process, on the other hand, is typically employed in exposition texts, such as discussion, analytical, or hortatory exposition texts. It encodes thoughts or feelings (Eggins, 2004) and the realizations of what the writer feels, thinks, believes, or perceives (Derewianka, 2011).

Regarding this, the analytical exposition texts analyzed in this study have employed the mental process. However, there are only seven occurrences of this type of text, with no occurrences in text 3 and 5. It indicates that all the texts still need to achieve the criteria of analytical exposition texts, where mental processes are the linguistic features that help

the texts achieve their purposes. Regarding this, the teacher's role is very crucial to help students write analytical exposition texts using appropriate linguistic features.

The teacher should teach analytical exposition by explaining and guiding students carefully (Kardi et al., 2019). A study by Nurlatifah and Yusuf (2022) revealed that Indonesian EFL students experienced cognitive, linguistic, and psychological problems as three significant problems in their writing. Thus, an effective strategy should be implemented to support students in improving their writing of analytical exposition text. The method that has proven effective in teaching writing, especially expository texts, is genre-based approach. (Suryadi & Yulandari, 2022). In line with this, Emilia (2011) confirms that SFL GP, comprising building knowledge, modelling, joint construction, and independent construction, can help students develop other skills, such as reading, speaking, and grammar use.

Accordingly, text-based learning will be effective if teachers clearly explain the learning outcomes that students can achieve (Cope & Kalantzis, 1993; Feez & Joyce, 1998). To support this, teachers can use explicit teaching methods to encourage student participation by using two languages, that is, the native language and the target language, as shown by Gibbons (2009). In this case, Indonesian and English languages can be used to communicate and understand the text. In this way, teachers can apply appropriate methods to guide students in acquiring the skills necessary to explore texts. This approach was introduced into the Indonesian curriculum from 2004 until the current curriculum is a genre-pedagogy. The genre-based approach consists of 4 stages: building knowledge of the field, modelling of text, joint construction of the text, and independent construction of text (Martin, 2010).

3.2.2 Pedagogical Implications

Through the analysis of transitivity system in the students' texts, teachers and researchers will be able to obtain valuable information on the pedagogical implications of the students' writing results. In this study, we propose two pedagogical implications based on the results of this study. 1) encouraging students to study analytical exposition text and 2) helping students to think critically.

The first is to encourage students to study analytical exposition text. The transitivity analysis helps the teacher guide students in identifying process types in analytical exposition text. The mental process often appears in exposition text since students can express opinions or beliefs about the issue discussed in their texts. An excellent analytical exposition text is indicated by the fulfillment of the text's schematic structure and lexicogrammatical features. The students' comprehension of a text's schematic structure and linguistic features can be built by knowing the process types. The social purpose of analytical exposition text is to deliver arguments related to an issue and justify it (Emilia, 2011, p. 112).

Moreover, the experiential meaning, or transitivity system, allows teachers to teach students about human experiences with choices (Butt et al., 2000). These choices include: First, types of Process; Second, Participant roles; 3) Circumstance types, which clarify processes (Mulyanti & Wati, 2022). Related to the study, students are expected to use the correct Process types, Participants, and Circumstances in the Transitivity system of analytical exposition text.

Secondly, the teacher should help students with critical thinking. Identifying Participants, Processes, and Circumstances in the text helps students deliver arguments or thoughts regarding an issue. This comprehension can help students read texts more critically (Emilia, 2014; Droga & Humphrey, 2003). Moreover, Terry (2007) suggests that critical thinking requires students to be actively engaged in their learning process as they attempt to understand and apply information individually during classroom interactions. Critical Thinking consists of explanation, analysis, synthesis, argumentation, interpretation, evaluation, problem-solving, inference, logical reasoning, and application (Halpern, 2003). Related to this study, students can give their argumentation/ thoughts about an issue and justify it.

4. Conclusion

The current study was conducted to answer the two research questions: First. It is to answer the process types employed in analytical exposition texts written by grade XI students. Second. It is to determine the most dominant process employed in analytical exposition texts written by grade XI students. This study has revealed that the processes used in the texts are material, mental, verbal, relational, behavioural, and existential. Third. It was found that material and relational processes appeared most dominantly in the students' texts, with 46 and 45 occurrences, followed by verbal and existential processes, with 5 and 2 occurrences.

Meanwhile, the behavioural process does not exist in the text. However, these analytical exposition texts only show mental processes with five occurrences. It indicates that the writer needs to develop their knowledge of analytical exposition text since the mental process must appear frequently. Moreover, the teacher should guide the students through explicit teaching on the linguistic features of the texts, such as the use of mental processes to express the writer's ideas in the exposition texts.

Furthermore, this study comes with several pedagogical implications. First, the teacher should encourage students to study analytical exposition texts. Second, the teacher should help the students with critical thinking by learning the mental process in the analytical exposition text, which can help students write correctly. Transitivity analysis can also help students to think critically by giving arguments and justification on an issue. Therefore, it is suggested that the teacher needs to teach the text explicitly. Explicit teaching can be done by applying the genre-based approach. Finally, the students can study and comprehend the analytical exposition text.

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